

A Study of Mental Health Status of School Going Adolescents of Haryana

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Abstract

The present study was conducted to evaluate the mental health status among adolescents. Descriptive survey Method was used in this study to obtain pertinent and precise information. The hypotheses of the study were to know the relationship between mental health status and emotional stability, overall-adjustment, autonomy, self-concept, security-insecurity and intelligence of adolescents, to find out the difference in mental health status of adolescents boys and girls, to find out the difference in emotional stability, overall-adjustment, autonomy, self-concept, security-insecurity and intelligence. The sample of this study included 400 adolescents selected by stratified random sampling from Kaithal, Kurukshetra districts of Haryana. The one standardized tool was used by the investigator to evaluate the mental health status of adolescents in relation to their emotional stability, overall-adjustment, autonomy, self-concept, security-insecurity and intelligence. In order to draw out the results the investigator used statistical techniques like t-tests, mean and standard deviation with graphical representations. The conclusions of the study are that there exists significant difference between Mental health status and emotional stability, Mental health status and overall-adjustment, Mental health status and self-concept, Mental health status and security-insecurity, Mental health status and intelligence except Mental health status and autonomy of adolescents boys and girls.

Keywords: Mental Health, School Going-adolescents, Haryana, Self-concept, Overall-adjustment, Autonomy, Security-insecurity, Intelligence and Emotional Stability

1. Introduction

Mental health is not just the absence of mental illness. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. Mental health is defined as the capacity to feel, think and act in ways that enhance one's ability to enjoy life and deal with challenges. Expressed differently, mental health refers to various capacities including the ability to: understand oneself and one's life; relate to other people and respond to one's environment, experience pleasure and enjoyment; handle stress and withstand discomfort; evaluate challenges and problems; pursue goals and interests; and explore choices and make decisions. Mental health is vital for individuals, families and communities, and is more than simply the absence of a mental disorder. Mental health is defined by the World Health Organization (WHO) as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

1.1 Dimensions of mental health

- Emotional Stability.
- Over All-Adjustment.
- Autonomy.
- Self-Concept.
- Security And Insecurity
- Intelligence

1.2 Objectives of the study

There are number of studies conducted in India and abroad on mental health status but present study focuses on the following

main objectives: - The purpose of present study was to examine the dimensions of mental health status viz., emotional stability (ES), over-all adjustment (OA), autonomy (AY), security-insecurity (SI), self-concept (SC), and intelligence (IG) in school going boys and girls of Haryana, India

1.3 Hypothesis

1. There would be a significant difference between boys and girls on emotional stability dimension of mental health status.
2. There would be a significant difference between boys and girls on overall adjustment dimension of mental health status.
3. There would be a significant difference between boys and girls on autonomy dimension of mental health status
4. There would be a significant difference between boys and girls on self-concept dimension of mental health status.
5. There would be a significant difference between boys and girls on security-insecurity dimension of mental health status.
6. There would be a significant difference between boys and girls on intelligence dimension of mental health status

2. Methodology

This study includes first to select the sampling group to carry out the study. In this case, sample includes a group of adolescents of the age of 15-19 years. The study will then include the selection of the appropriate methods like scales to access the variables to be measured. Following the assessment of the variables, a right statistical approach is taken to authenticate the results for their significance.

2.1 Sample was collected from the following schools of Kaithal and Kurukshetra districts of Haryana.

Table 1: Showing the names of the schools

S. No	Name of schools	No. of girls	No. of boys
1	GGSSS Kaithal, (Girls) GSSS, Kaithal (Boys)	100	100
2	GGSSS Kurukshetra (Girls) GSSS, Kurukshetra (Boys)	100	100

Both groups of youths (Age range 15-19) were matched in terms of their age, economic status and inhabitation.

Tests and Materials: Mental Health Battery (MHB) was used in this study.

Mental Health Battery (MHB):- In order to ascertain the level of mental health status among subjects, English version of Mental Health Battery developed by Singh and Sen Gupta (1987) was used in the present study. Mental Health Battery intends to assess the mental health status of persons in the age range of 15-19 years, as it is a battery of six (6) tests, the mental health battery consists of 130 items which are divided into six (6) parts. In the battery there is no fixed time limit for first five (5) parts. However, generally in normal subject having average mental health takes about 25 minutes in giving complete answers. Part six (6) is a speed test. The total allotted time for this part is ten minutes.

Table 1: Dimension wise distribution of items for mental health battery.

Part I: Emotional Stability (ES)	15
Part II: Overall Adjustment (OA)	40
Part III: Autonomy (AY)	15
Part IV: Security Insecurity (SI)	15
Part V: Self-Concept (SC)	15
Part VI: Intelligence (IG)	30
Total	130

1: Analysis on the basis of Emotional Stability: Emotional stability refers to the state of being able to have the appropriate feelings about the common experiences and being able to act in a rational manner. Emotional stability is not only one of the effective determinants of the personality patterns, but it also

helps to control the growth of adolescent development. The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Therefore emotional stability is considered as one of the important aspect of human life. People must be able to control their emotions adequately and also express them appropriately. Table -1 indicates that there does not exist any significant difference between the two groups on emotional stability. A perusal of table 1 reveals that mean emotional stability scores of adolescents boys and girls were 10.11 and 9.06, with SD 2.13 and 2.04 respectively. The t-ratio between the means of the two groups was found to be 5.05 which is significant at .01 level of significance. It indicates that male adolescents are emotionally stable as compare to female adolescents. Ciarrochi *et al.* (2002) [3] suggested that emotional indicators and stressor factors impacted on socio-psychological health status. Salovey, that emotional intelligence (EI) was associated with mental health, and individuals with higher EI were able to deal better with stress and were less vulnerable in stress.

2. Analysis on the basis of Overall adjustment: Adjustment is a built – in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behavior of the individual by which other individual of society recognize person is well adjusted. (Pathak, 1990). Table -1 shows that on overall-adjustment there does not exist any significant difference between two groups. A look at table- 1 reveals that mean overall adjustment scores of adolescents boys and girls were 27.58 and 26.24, with SD 3.66 and 3.35 respectively. The t-value between the means of the two groups was found to be 3.82 which is significant at .01 level of significance. It indicates that male adolescents have better overall adjustment as compare to their female counterparts. Menninger (1945) [10] defined mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. Anand (1999) [1] conducted a study on mental health of 370 students of IX, X, XI and XII grades. He reported no significant impact of gender and class on the mental health.

Table 1: Mean, Standard Deviation (SD), and t-value for both Female and Male Groups

S. No	Variable	Male		Female		t-value	Significance Level (p)
		Mean	SD	Mean	SD		
Mental Health							
1	ES	10.11	2.13	9.06	2.04	5.05	.01
2	OA	27.58	3.66	26.24	3.35	3.82	.01
3	AY	10.93	1.67	10.97	1.52	.28	NS
4	SI	9.21	2.08	10.36	2.16	5.39	.01
5	SC	9.21	2.01	8.46	2.12	3.60	.01
6	IG	19.44	3.42	21.48	2.50	6.80	.01

Emotional Stability- ES, Overall Adjustment –OA, Autonomy –AY, Security Insecurity –SI, Self-Concept –SC, Intelligence -IG

3. Analysis on the basis of Autonomy

Autonomy is an individual’s capacity for self-determination or governance. Autonomy is generally held in high esteem. It serves as one of the central concepts in many philosophical debates, e.g. on understanding ourselves as persons, on how to conceptualize morality, on the legitimization of political norms

and practices as well as on questions in bio-medical ethics. The table does not show any significant difference between two groups on Autonomy. Table 1 depicts that the mean Autonomy scores of adolescents’ boys and girls were 10.93 and 10.97, with SD 1.67 and 1.52 respectively. The t-value between the means of the two groups was found to be .28 which is not

significant. It shows that male and female adolescents do not differ on autonomy. Autonomy has been identified as an intrinsic psychological need that, when realized, promotes mental health and well-being. The failure to develop autonomy, it has been hypothesized, may lead to decreased motivation and lowered self-esteem (Ryan & Deci, 2000). Autonomy represents a cornerstone of psychological theories of personality development (Mahler, Pine, & Bergman, 1975) maintained that the development of an autonomous and psychologically healthy person resulted from the process of separation and individuation.

4 Analysis on the basis of Security-Insecurity

Security: In contexts of poor security, public health interventions and the delivery of health care to the individual are more difficult to perform and less likely to succeed than in contexts of security. Violence - including the threat of violence in such contexts results in injury, death, psychological harm, impaired development or deprivation.

Insecurity: Insecurity, therefore, potentially has a double impact on people's lives and well-being; this is the reality of everyday life for many millions of people. The nexus of security, insecurity and health is as complex as it is important. In a given context, responsibility for what happens at this nexus falls to multiple actors, including ministries responsible for health, defense and internal affairs; the overriding influence, especially on security, may even be the foreign policy of other countries. On security-insecurity table does not indicate any significant difference between the two groups. Table 1 depicts that the mean security-Insecurity scores of adolescents' boys and girls were 9.21 and 10.36, with SD 2.08 and 2.16 respectively. The t-value between the means of the two groups was found to be 5.39 which is significant at .01 level of significance. It indicates that female adolescents are high on sense of safety and anxiety particularly with respect to fulfilling their present and future needs as compare to male adolescents. Adolescents' development is due to love and affection and sense of security which is further dependent on the attitude of parents towards their children (Bossard & Boll, 1954). The insecurity state of a person is an emotional problem, a state of being in disturbance due to the feeling of tension, strain and conflict together with other consequences of tension. According to Shankar, (1958) emotional security prepares the ground for mental health and creative activities of the individuals by which they make adjustments to their environment.

5 Analysis on the basis of Self-Concept

Self-concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of one's self, self-concept shapes and defines who we are, the decisions we make, and the relationships. Self-concept is perhaps the basis for all motivated behavior. Table-1 is the indicator that there is no significant difference on self-concept between the two groups. A perusal of table 1 reveals that mean self-concept scores of adolescents boys and girls were 9.21 and 8.46, with SD 2.01 and 2.12 respectively. The t-ratio between the means of the two groups was found to be 3.60 which is significant at .01 level of confidence. It indicates that male adolescents are high on self-concept as compare to female adolescents. Self-

concept is the sum of an individual's beliefs and knowledge about his personal attributes and qualities, it is a cognitive schema that organizes abstract and concrete views about the self, and controls the processing of self-relevant information Markus, 1977^[9]; Kihlstrom and Cantor, 1983^[7] Self-concept is considered as equivalent to self-regard, self-estimation and self-worth (Harter, 1999)^[6]. Sartorius (Sartorius, 1988)^[13], the former WHO Director of Mental Health, preferred to define it as a means by which individuals, groups or large populations can enhance their competence, self-concept and sense of well-being. According to Tudor (1996)^[16], self-concept, identity and self-esteem are among the key elements of mental health. Again Tudor (1996)^[16], in his monograph on mental health promotion, where he presents self-concept and self-esteem as two of the core elements of mental health, and therefore as an important focus of mental health promotion.

6 Analysis on the basis of Intelligence

A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings" catching on," "making sense" of things, or "figuring out" what to do. Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, Memory, planning, and problem solving. Table-1 proves that there is significant difference between two groups on intelligence. A look at table- 1 reveals that mean Intelligence scores of adolescents boys and girls were 19.44 and 21.48, with SD 3.42 and 2.50 respectively. The t-value between the means of the two groups was found to be 6.80 which is significant at .01 level. It indicates that female adolescents are high on intelligence as compare to male adolescents. Goleman (1995) suggested the need to bring intelligence to emotions. Goleman tells us that we really have two different ways of understanding, intellectually and emotionally and our mental life results from the interaction of both functions. It means mental health directly depends on head and heart because intellectual development depends on head (brain) and emotional development depends on heart.

3. Conclusions

Results of the study show the acceptance or rejection of the hypotheses. Conclusions of study are:

1. There exists significant difference between boys and girls on emotional stability dimension of mental health.
2. There exists significant difference between boys and girls on overall adjustment dimension of mental health.
3. There exists no significant difference between boys and girls on autonomy dimension of mental health.
4. There exists significant difference between boys and girls on self-concept dimension of mental health.
5. There exists significant difference between boys and girls on security-insecurity dimension of mental health.
6. There exists significant difference between boys and girls on intelligence dimension of mental health.

4. Suggestions

1. The study can be conducted on college going and university level students.
2. The study can be conducted by considering the High and Low mental health.
3. Mental health of teachers can be evaluated too.
4. Other variables like anxiety, depression, self- efficacy, emotional intelligence, academic motivation and other constructs can also be included for further research.
5. mental health of athletes and non-athletes can be evaluated too

5. References

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